**The Kindergarten Core and MORE Instruction Checklist**

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| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING 9-3 Ordering by Length** | |
| Failure: They might not understand the vocabulary.  Prevent: Provide examples and opportunities for the students to practice.  Consistency: Provide different opportunities to incorporate the vocabulary in whole group setting.  Working: Formative assessment and observation. | |
| **ANTICIPATORY SET** (5 MINUTES) | |
| Tell the story of Goldilocks and the Three Bears. | |
| **BUILDING A FOUNDATION** (5 MINUTES) | |
| *Have pictures or the bears or actual teddy bears. Introduce the vocabulary by talking about the differences between the three bears.* | |
| **WHOLE GROUP INSTRUCTION: Concrete** (10 MINUTES) | |
| Review: Comparing two bears at a time. Mama and Papa, Baby and Mama. Etc. Using 9-2 Vocabulary  *Then compare all three bears together.*  *Vocabulary: longest, shortest, tallest. Which bear is tallest? How do you know? How can you check?*  *Papa Bear is the tallest.*  *Baby Bear is the shortest* | |

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| **SCAFFOLDED INSTRUCTION: Representational** (10 MINUTES) |
| *Multiple opportunities.  Three different sizes of objects. (cups, pencils, crayons, etc.) Students place in order.*  *Tallest you would use for the bears standing up.*  *Longest you would use for the beds.* |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) – during centers |
| Have pictures of the story. Students will match the bears to the matching bed. Tallest to the longest bed. |
| **FORMATIVE ASSESSMENT** (5 MINUTES) |
| Individual: Place bears in order tallest to smallest. Teacher goes around and observes the students.  Cut and Paste activity students can turn their paper into teacher.  Dramatic Play: Three Bears, Three Chairs, Three bowls. Students act out the story. Using the correct vocabulary words. |